

## AAES MEMORANDUM OF UNDERSTANDING

### RE-ENTRY AND ALTERNATE ENTRY PATHS INTO THE ENGINEERING PROFESSION

One of the challenges facing a person in an engineering career continues to be the difficulty of re-entering the profession after an extended absence from it. This problem has become even more pronounced as the pace of technology advances has accelerated. Dual-career households have increased the likelihood of the need for extended family-related career interruptions. Military obligations may also lead to career interruption following a college education. Certainly there are other causes as well.

Others may approach engineering from an alternative path, perhaps individuals who chose a military career immediately after high school. The educational background of these individuals, especially in mathematics and science, may be less than that required to successfully undertake an engineering education program.

Programs are being formulated to address these two problems – re-entry and alternate entry path. It is important that these efforts be expanded and improved. Solutions to these problems can play a beneficial role in addressing engineering workforce shortages for mid-career professionals and with the diversity of the engineering profession.

Professional societies possess valuable technological resources such as on-line course material and professional networking opportunities. As a result, these professional societies are in a natural position to work with other professional societies, educational institutions, governmental agencies, and/or industrial organizations to help solve the issues dealing with re-entry and alternate paths to entry.

The undersigned professional societies commit to fostering one or more on-going programs targeted at addressing re-entry and alternate entry issues.



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